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ABSTRACT

These materials are intended to provide a workshop design for conducting a one-day training program for representatives of community groups who are, or want to become, involved with helping to promote sex equity within the vocational education system. The workshop is designed (1) to provide representatives of community groups with background information on the California system of Vocation Education and the current progress and problems relating to sex equity within that system; (2) to increase understanding of the legal requirements imposed on educational institutions to eliminate sex bias; (3) to share information among participants about efforts currently being made by community groups around issues affecting non-traditional work; (4) to increase understanding of the process and dynamics of change; and (5) to plan follow-up strategies for furthering sex equity in vocational education within local communities. Included in the workshop materials are a planning guide; suggested workshop schedule; guidelines and resources for implementing the workshop; registration materials; pre-workshop packet with information on federal legislative requirements; and worksheets. (KC)

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ELIMINATING SEX BIAS IN VOCATIONAL EDUCATION

A WORKSHOP FOR COMMUNITY GROUPS

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CE 027 206

INSTRUCTIONS FOR WORKSHOP LEADERS
AND WORKSHOP MATERIALS

I. PURPOSE AND SCOPE OF MATERIALS

These materials are intended to provide a workshop design for conducting a one-day training program for representatives of community groups who are, or want to become, involved with helping to further sex equity within the Vocational Education system. The purposes of the workshop are:

- (1) to provide representatives of community groups with background information on the California system of Vocational Education and the current progress and problems relating to sex equity within that system;
- (2) to increase understanding of the legal requirements imposed on educational institutions to eliminate sex bias;
- (3) to share information among participants about efforts currently being made by community groups around issues affecting non-traditional work;
- (4) to increase understanding of the process and dynamics of change; and
- (5) to plan follow-up strategies for furthering sex equity in vocational education within local communities.

II. ROLE OF THE WORKSHOP LEADER

The leader of a community workshop on eliminating sex bias in Vocational Education plays many roles simultaneously. Because communities and community groups vary to a great extent, the leader must be prepared to be flexible, placing greater emphasis of whichever role is most needed by a particular community. Among these roles are:

COMMUNITY RESEARCHER AND ORGANIZER: The existing organizations vary greatly from community to community, in type, purpose, number and level of knowledge and expertise about this particular subject. The leader's first role is to identify and contact these organizations, make an assessment of their present knowledge and involvement, and provide participants with enough background information about the workshop that they are able to attend and actively participate.

TEACHER/TRAINER: A workshop of this type is designed to convey a great deal of factual information. By and large, community people have little knowledge of the actual functioning and structure of the Vocational Education System. This, plus the legal requirements imposed on schools through Titles II and IX, are content areas which must be taught in order for participants to be knowledgeable enough to begin working for change within their local school districts.

DISCUSSION LEADER: Since one purpose of this workshop is to help formulate plans for effecting change in Vocational Education, it is important to provide an opportunity to discuss information and strategies and establish ways to coordinate on-going efforts with each other. The workshop leader should be prepared to facilitate this process, utilizing

the various skills necessary; i.e., clarifying, hi-lighting, listening including, linking, focusing and summarizing.

COORDINATOR: Since the overall purpose of this workshop is to help individuals from one system (i.e. community groups and agencies) impact on a separate system (i.e., Vocational Education), methods of coordination are extremely important for the ultimate goal of change. It is the role of the workshop leader to help participants set up a network whereby they will be able to communicate and share with each other. It is also within the coordinating role of the workshop leader to provide channels whereby community groups can contact and work with the Vocational Education system.

III. PRE-WORKSHOP ACTIVITIES

The planning phase should begin two months before the workshop date in order to insure that all potential groups have been identified and invited and that participants have time to read and think about the pre-workshop materials. There are three steps within this phase.

- A. Identify community groups and agencies who should be invited. Resources which will be of help include:

National Directory of YWCA's

Directory of Organizations Promoting Equal Employment Opportunities for Minorities and Women
California Division of Apprenticeship Standards
45 Golden Gate Avenue
San Francisco, CA 94102

Directory of Organizations Promoting Equal Employment Opportunities for Women
State of California
Agriculture and Services Agency
Sacramento

Resource Bank for Overcoming Sex Bias and Stereotyping in Vocational Education
Minority Affairs Institute
21450-A Golden Springs Drive
Walnut, CA 91789

- B. Send out letter with registration forms (samples are available in Appendix A).

The registration material not only allows the leader to know who will be participating in the workshop but also provides information on the background of participants and their interests. This information will help the leader decide how much time must be spent on specific areas. Many community people, for example, have no information on the Vocational Education system. When this is true it is necessary to explain this in greater detail.

C. Follow-Up With Pre-Workshop Materials. (These materials are provided in Appendix B)

The pre-workshop materials include: a pre-test, a Summary of the legal requirements to eliminate sex bias in vocational education and three hypothetical situations of possible sex bias within a vocational education program. The purpose of this material is to begin to provide a common information system among participants and facilitate the process of focusing on the areas of concern for the workshop. The pre-test is solely to help participants focus and begin to formulate their questions. The section on legal requirements provides information. The hypothetical situations will be utilized during the workshop as beginning points of discussion.

IV. SUGGESTED WORKSHOP SCHEDULE

9:30 - 10:00 A.M.	Welcome and Introduction
10:00 - 10:40 A.M.	The Vocational Education System
10:40 - 11:20 A.M.	The Legal Requirements
11:20 - 12:00 A.M.	Creating Institutional Change
1:00 - 2:00 P.M.	Analysis and Problem Solving Around Pre-Workshop Situations
2:00 - 2:30 P.M.	Brainstorming Community Change Issues
2:30 - 4:00 P.M.	Planning Groups for Action
4:00 - 4:30 P.M.	Summary and Conclusions

This workshop schedule is intended to be a guideline and should be used flexibly depending on the background and expertise of the group of participants. It assumes a group of 15-50 although it can be utilized with larger groups. It also assumes that most participants will have little or no background in the Vocational Education system, a minimal background in those laws affecting Vocational Education and a great deal of awareness about the nature of sex bias within the society. To the extent that any given group differs from this profile, modifications in emphasis should be made.

V. GUIDELINES AND RESCURCES FOR IMPLEMENTING WORKSHOP

Welcome and Introduction:

The purpose of the one-half hour introductory period is to both set a tone for the workshop and indicate to participants what they can expect from the day's activities. It is important to create an

atmosphere that is relaxed and encourages participation and, at the same time, recognizes the seriousness of the subject matter. This is also an opportunity to impress upon participants the expertise available through the workshop leaders.

This part of the workshop also allows participants to begin to know each other and establish the beginnings of future collaboration. Since the major change efforts will occur after the conclusion of the workshop and be carried out by participants, it is important to allow enough time for this "getting to know each other" process to occur. The method for the next three sections should be presentation by the leader with questions and/or discussion.

B. The Vocational Education System

What is it? How does it work? What are the symptoms of sex bias? The purpose of this section is to familiarize participants with the structure of this system. It is assumed that many or most community people have no idea of the various types of vocational education, the various schools which offer vocational training or the particular ways in which sex bias is manifested within vocational education.

The information necessary for this presentation is available in Chapters 1 and 3 of ELIMINATING SEX BIAS IN VOCATIONAL EDUCATION: A HANDBOOK FOR COMMUNITY GROUPS.

Also helpful resource material: Moving Toward Sex Equity in Vocational Education California Occupational Information Coordinating Committee; Occupational Outlook Handbook 1978-79 Edition, US Department of Labor, Bureau of Labor Statistics; How to Erase Sex Discrimination in Vocational Education American Civil Liberties Union Foundation, 22 East 40th Street, New York, New York, 10016.

C. The Legal Requirements

The purpose of this section is to provide information on Titles II and IX as well as the California Five Year Plan, all of which impact on eliminating sex bias in vocational education. The information necessary for this presentation is available in Chapter 2 of ELIMINATING SEX BIAS IN VOCATIONAL EDUCATION: A HANDBOOK FOR COMMUNITY GROUPS.

Further information is available from:

1. The Title IX Primer

PEER

NOW Legal Defense and Education Fund
1522 Connecticut Ave. N.W.
Washington, D. C. 20036

2. Summary of the Regulation for Title IX
PEER
 NOW Legal Defense and Education Fund
 1522 Connecticut Ave. N.W.
 Washington, D. C. 20036
3. Final Title IX Regulation Implementing Education
Amendments of 1972
Office for Civil Rights
 U. S. Department of Health, Education and Welfare
 Washington, D. C. 20201
 (or try a local office of H.E.W.)
4. Overcoming Sex Stereotyping in Vocational Education: A
Summary of the Sex Equity Provisions of Title II of
the Education Amendments of 1976
 Resource Center on Sex Roles in Education
 1201 16th Street N. W.
 Washington, D. C. 20036

D. Creating Institutional Change

The purpose of this section is to help participants increase their understanding of the process of change and apply these understandings to an institution which is large and complex and often encumbered by its traditionalism. The information necessary for this presentation is available in Chapter III of ELIMINATING SEX BIAS IN VOCATIONAL EDUCATION: A HANDBOOK FOR ADMINISTRATIVE PERSONNEL.

Also helpful resource material: Change Induction in Individual, Group and Organization, Donald Klein, Boston University, Human Relations Center, Boston, Massachusetts; Handbook of Organizational Development in Schools, Chapter 1, R. A. Schmuck et al., National Press Books; Organizational Development in Schools, R. A. Schmuck and M. B. Miles, National Press Books, Chapter 7: "Entering and Intervening in Schools."

E. Analysis and Problem Solving Around Pre-Workshop Situations

The purpose of this activity is to provide practice in applying the theoretical material of the morning session to situations within a school system.

Method: Divide participants into small groups not to exceed eight to ten people per group. There should be a minimum of three groups but may be as many as necessary so that everyone can participate. Assign the Pre-Workshop Situations to each group so that each of the situations is covered by at least one group. Ask that the groups spend thirty minutes answering the seven questions presented in Worksheet 1 as they apply to their assigned situation.

At the end of thirty minutes, ask one group to report back on

each situation, opening the discussion at the end of the report for additional points, clarification and discussion.

F. Brainstorming Community Change Issues

The purpose of this activity is to provide a structure for the utilization of the expertise which exists within the group and to begin to establish a structure and direction for change which is relevant to the community.

Method: In Brainstorming, people are asked to contribute as many ideas as possible while the leader records them on a chalkboard or newsprint. Participants are instructed not to stop for discussion or to explain an idea since there will be time for that after the list is completed. Participants should also be told not to worry if an idea is impractical or silly since those suggestions often free others to think creatively and come up with better ideas. The topic for this Brainstorm is: What kinds of changes would you like to see in the community within Vocational Education?

When the ideas seem to be slowing down (about 5-15 minutes depending on the group and the size of the group), stop the brainstorming process and allow time for clarification and discussion of the ideas which have been recorded.

G. Planning Groups for Action

The purpose of this activity is to start the process of planning for change and the development of a structure within which people can work together after the workshop.

Method: Ask participants to select an area from the Brainstorm list which seems feasible and exciting to them and to form with others in small groups to begin working on a method to implement that change. The number of groups which form will depend on both the interests of the participants and the size of the total workshop. Pass out the Planning for Change Worksheet. (Appendix C)

H. Summary and Conclusions

The purpose of this activity is to pull together what has occurred during the workshop, to highlight the significant points of the day, to answer any last minute factual questions which may have occurred and to set the stage for the continuation of the work after the workshop. It is important, in helping the process of continuation, that the leader ask groups to summarize their planning to date so that others within the community are aware of the various efforts which may be occurring. This is also the time to make sure that participants have each other's names and organizational affiliation so that on-going contact may be made. Additionally, to the extent that the leader or participants have contact with school personnel who would be receptive to working with community groups, these names should be made available.

APPENDIX A

SAMPLE LETTER

Dear

(Name of sponsoring organization) is conducting a workshop on achieving Sex Equity in Vocational Education. This workshop is under a grant from the State Department of Education and therefore is free of charge to participants. The workshop will be held at:

It is clear that women within our culture continue to suffer economic discrimination. While vocational education within our school system is changing and becoming more open and supportive to the needs of women, a great deal of work remains to be done. Vocational education, as a system, is one important source of job training for individuals. Because it is part of our secondary schools and community colleges, it also has the unique opportunity to reach and educate large numbers of young women who are at crucial decision making points of their lives. It is an important key to effecting change.

There are many people within the school system who are working for change on both the state and local level. There are also strong federal laws and state guidelines which give support to the idea that females need to be trained for jobs which pay well. In order, however, for sex equity in vocational education to become a reality it will take more than the school professionals. It will take the efforts of many women's groups, concerned citizens groups and dedicated individuals outside the system.

Within this workshop we will help participants increase their understanding of the problem, the vocational education system and the law. Then together we will work on how change occurs and how both individuals and groups can work with schools to effect change.

Please return a registration form for each person from your agency who will be attending. Upon receipt of the form, we will send you Pre-Workshop materials.

Sincerely,

REGISTRATION FORM

In order to register, please complete the following form and mail to:

I will attend the workshop scheduled on _____ at _____
(date) (location)

Name: _____

Address: _____

Phone: (Work) _____ (Home) _____

Organization you are representing _____

Please describe any recent or current involvement you have had
with the Vocational Education system in your area.

My major concern or area of interest in Vocational Education is:

APPENDIX B

PRE-WORKSHOP PACKET

COMMUNITY GROUPS WORKSHOPS

WORKSHOP PRE-TEST

Take a few minutes and give yourself this pre-test before the upcoming Sex-Equity in Vocational Education workshop. If you find you know the answers to everything, wonderful. You have a good foundation upon which to build as we work together to plan methods of change for women in the world of work. If, on the other hand, you find you draw a blank on many of these questions, don't worry. You have identified areas where we can begin, within the workshop, to share information that will provide an important base for developing change strategies in vocational education.

Women in the Workforce

_____ % of women 16 years and over are in the labor force.

_____ % of all married women whose husbands are present in the home are in the labor force.

_____ of all women in the workforce are either never married, divorced, separated or widowed.

_____ % of all families headed by a working woman have incomes below the poverty level.

_____ There are 13.6 million families headed by women and
_____ % of these women are in the labor market.

Vocational Education and Women

What are the general training areas into which vocational education courses are organized?

Which of these areas has the most female students? Which has the least?

Of these training areas, which provide the highest pay scales upon completion and employment?

In California, approximately _____ % of all high school students and _____ % of all community college students are enrolled in vocational education programs.

Legal Requirements

The two pieces of legislation which are most relevant to women and vocational education programs are _____ and _____.

In order to receive federal monies a state must develop and submit _____.

What happens to a school that has programs or policies that discriminate against female students?

LAWS THAT FORBID SEX DISCRIMINATION IN VOCATIONAL EDUCATION

A. INTRODUCTION

During the 1970s, the United States Congress passed legislation that forbids sex discrimination in education and specifically seeks to provide incentives for developing programs to overcome the effects of past sex bias in vocational education. The means by which the federal government enforces these laws is financial - those states or local educational programs that fail to comply with the law will either have their federal financial assistance terminated or will not be eligible for certain additional federal assistance.

There are two laws with which community groups should be particularly familiar - Title IX of the Education Amendments of 1972 and the Vocational Act of 1963, as amended by Title II of the Education Amendments of 1976. Both laws are accompanied by an extensive set of regulations which explain and interpret the law. These regulations are issued by the Department of Health, Education and Welfare (H.E.W.), which is the federal agency that is charged with the responsibility of enforcing both Title IX and Title II.

This Chapter will explain the provisions of both Title IX and Title II and their respective regulations. It will also discuss the provisions of California's Five Year Plan that are relevant to the issue of sex bias in vocational education.

B. TITLE IX

Title IX of the Education Amendments of 1972 states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The federal regulation for the implementation of Title IX was issued by HEW in 1975. This regulation requires every school that receives federal funding to have a Title IX compliance officer, a published grievance procedure, a statement of non-discrimination in all recruitment materials and an evaluation of all policies and practices to make sure they comply with Title IX. The regulation also specifically prohibits discrimination on the basis of sex in recruitment, admissions and treatment of students. The Title IX regulation contains many specific statements of things schools may not do. Appendix A, at the end of this Chapter, is a checklist of activities covered by the Title IX regulation. If the answers to any of the questions in the checklist indicate that the school is

discriminating against either male or female students, the school is probably in violation of Title IX. If a school or college does engage in action that is determined, by HEW, to be discriminatory, it will be required to cease the discriminatory activity and take action to overcome the effects of past discrimination. The federal government may also terminate financial assistance. Furthermore, discrimination may subject the school or district to a private lawsuit.

C. VOCATIONAL EDUCATION ACT

1. Introduction

The Vocational Education Act of 1963 was amended by Title II of the Education Amendments of 1976 and states as one of its purposes:

to develop and carry out such programs of vocational education with each state so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes....

All references to Title II in this Handbook refer to the Vocational Education Act and its 1976 amendments. Title II approaches the problems of sex discrimination from a different perspective than title IX. Whereas Title IX prohibits discrimination, Title II mandates certain affirmative steps designed to establish sex equity in vocational education programs.

Title II establishes administrative procedures, priorities, and funding for positive efforts to overcome sex bias, sex discrimination and sex stereotyping in vocational education programs.*/
Under Title II, as it is currently administered, a single block grant**/ is available to each state, on a matching grant basis, for distribution to local educational agencies or private groups for

*/ Sex bias is behavior resulting from the assumption that one sex is superior to the other.
Sex stereotyping is attributing behaviors, abilities, interests, values and roles to a person on the basis of sex.
Sex discrimination is any action which limits or denies a person or groups of persons opportunities, privileges, roles or rewards on the basis of sex.
The term sex bias, as used in this handbook, includes sex discrimination and sex stereotyping.

**/ Grants for consumer and homemaking education and special programs for disadvantaged students are administered separately.

vocational education programs. Eighty percent of the block grant is considered a "basic grant" and twenty percent is for "program improvement and supportive services." (The use of these funds is explained below.)

Most of the provisions of Title II and the regulations issued by HEW to enforce it are directed to vocational education programs at the state level. Local programs, however, are affected indirectly by the priorities and procedures established by the state both to render it eligible for the federal money and to distribute the money to local vocational education programs.

The remainder of this section describes the provisions of Title II and its implementing regulation that are specifically related to overcoming sex discrimination and sex stereotyping in vocational education.

2. Five Year Plans and Annual Plans

In order to receive a grant under Title II, each state must develop and submit a Five Year Plan for vocational education. This Plan must include a description of the policies and procedures the State will implement to assure equal access to vocational education by women and men, including descriptions of:

1. actions the state will take to overcome sex discrimination and stereotyping in state and local vocational education programs;
2. incentives by the state to encourage enrollment of students in courses which are non-traditional for their sex;
3. incentives by the state to develop model programs to reduce sex stereotyping in all occupations.

The Five Year Plan must also set forth a program to assess and meet the needs of displaced homemakers, single heads of households, homemakers who work part-time and wish to secure full-time work, and women and men in jobs traditional for their sex who now wish to seek employment in non-traditional jobs, including special courses in how to seek employment and placement services.

3. Personnel

Each state must designate some full-time staff to assist in eliminating sex bias and stereotyping in vocational education programs. The duties of the person(s) so designated are directed to eliminating sex bias and stereotyping and include assisting local education agencies in improving vocational education opportunities for women.

4. Advisory Councils

Each state must have a vocational education advisory council that includes among its members women with experience in employment

and training programs and with knowledge about problems of sex discrimination in job training and employment including minority women who have special knowledge of the problems of discrimination in job training and employment against women in minority groups.

Local agencies and institutions are also required to have an advisory council that includes representation of both sexes and of racial and ethnic minorities. (See Chapter V for information about getting representatives on local Advisory Councils.)

5. Evaluation of Vocational Education Programs

Each vocational education program or project that receives public support must be evaluated by the state during the time that the Five Year Plan is in effect. The services provided to women is one of the items designated for evaluation.

6. Use of Federal Vocational Education Funds

As mentioned above, of the total grant made to each state under Title II, 80% is designated a "basic grant" and 20% is designated for "program improvement and supportive services."

One of the things the state must do with "basic grant" monies is provide support programs for: (1) displaced homemakers; (2) single heads of household who lack adequate job skills; and (3) people who are in jobs traditional for their sex and want to enter jobs that have been considered non-traditional for their sex. In addition to these programs, the state may use some of its "basic grant" money for support services for women entering training programs for jobs that have traditionally been limited to men and for child care services.

With "program improvement and supportive services funds," each state also has the discretion to use money for: (1) research, programs and projects directed toward overcoming sex bias and sex stereotyping in vocational education, and (2) training programs for vocational education personnel and guidance and counseling personnel to assist them in overcoming sex bias in vocational education programs. "Program improvement and supportive services funds" are very important to the efforts to overcome sex bias in vocational education for two reasons. First, these monies are available for guidance programs in elementary schools as well as secondary schools and community colleges. Second, a substantial amount of money is available for projects offering support services to women. Local community groups can develop programs and apply for grants from these funds. (See Appendix E for state contact person.)

D. CALIFORNIA FIVE YEAR PLAN

The California Five Year State Plan for Vocational Education is an extensive document that describes the policies, planning ac-

tivities, goals, funding priorities and allocation procedures for the State in the area of vocational education for the years 1977-1982. The Plan, in its statements of philosophy and policy, expresses a commitment to equal opportunity for all students regardless of race, national origin, sex, age, economic status or handicapped condition. Three statements of policy are particularly relevant to this Handbook:

1. Sex bias, sex discrimination, and sex stereotyping - Vocational education programs shall be developed so as to overcome sex bias, sex discrimination, and sex stereotyping in all aspects of activities. No person shall be denied the opportunity to pursue training in a given field nor discouraged from doing so because of his or her sex.

2. Vocational education for the handicapped - Vocational education programs shall be developed for handicapped persons. Such programs and related activities will be planned and coordinated in conformity with and as a part of each handicapped person's individualized educational program as required by the Education for All Handicapped Children Act of 1975.

3. Vocational education for the disadvantaged - Vocational education programs and services will be developed and funded from local, state, and federal funds to serve disadvantaged students, including limited-English-speaking and non-English-speaking persons, as defined in the Education Amendments of 1976.

1. Allocation of Title II Funds by the State of California

California receives a block grant from the federal government pursuant to Subparts 2 (80% of the grant) and 3 (20% of the grant) of Title II. The State, in turn, distributes funds to local school districts and community colleges in accordance with the provisions of Title II, the California Five Year Plan and priorities established by the Joint Committee on Vocational Education, a state-wide committee.

Subpart 2 monies are available to local educational agencies and community colleges according to a formula set out in the Five Year Plan and certain established priorities. These funds are available for certain specified vocational education programs and services, one of which is the elimination of sex stereotyping and sex bias.

A portion of California's Subpart 3 monies is distributed to certain eligible districts on an allocation basis for guidance, personnel training and programs to overcome sex bias. The State has the authority to determine priorities for the use of the remainder of the Subpart 3 monies. This year some of the funds were

utilized on the state level, some were allocated to school districts and some were distributed as grants for research, curriculum development and exemplary programs.

2. Specific Provisions on Sex Bias and Sex Stereotyping

In compliance with the requirements of Title II, the California Five Year Plan identifies specific activities that will be undertaken to overcome sex bias and sex stereotyping in vocational education programs and services. The Five Year Plan includes nineteen objectives that are designed to meet the goals of providing equal access and treatment regardless of sex in both educational and employment opportunities.

The Plan identifies specific activities that will be undertaken in order to eliminate sex bias in vocational education programs. These activities cover a range of areas including the development of: (1) in-service staff training; (2) resource groups and materials; (3) curriculum materials; (4) guidance and counseling techniques; (5) technical assistance to LEA's; (6) support services for women; and (7) placement programs.

The Five Year Plan requires local education agencies to submit a compliance document to the State. One of the purposes of this document is to assure the State that the local education agency has completed a self-study on sex bias, has a person designated to coordinate Title IX efforts, and has an adequate grievance procedure. The availability of Title II funds through the State is dependent on the completion of the self-study. Appendix B is a checklist to help community groups get a sense of whether local schools and districts are responding to the spirit of Title II.

WORKSHEET 1

INSTRUCTIONS: Three situations follow in which you are presented with a limited number of facts. Read each one carefully and, based on your current knowledge, make the following determinations:

1. What sex bias is present?
2. What, if any, laws are being broken?
3. What is the import of this situation for females and for males?
4. What is the responsibility of the school personnel in this situation?
5. What role could an individual or group outside the system play which would improve things?
6. What additional information would you want to get before taking action and where could you go for this information?
7. Who else (groups, specific job categories) would need to be involved in effecting a lasting solution?

SITUATION I

Within the County of X there are seven Directors of Career or Vocational Education within various districts. Until a month ago all seven were male. Last month one of the Directors died. He was replaced by an acting director who is female. She was appointed at a salary which is \$5,000 less than her predecessor received. She is knowledgeable about issues of sex bias in Vocational Education and concerned with making changes. However she does not have the support of the other directors and is viewed as a temporary person who will soon be replaced. Although nothing has been said directly, the message she receives is that she will not be seriously considered for the permanent position and that, one way or another, a male will be hired.

SITUATION II

Y is a very small district. There is some work being done in the area of vocational education but few central staff exist, local staff are overworked and overscheduled, and a general conservative attitude toward change exists. No one really wants to work to stop females from receiving training but figuring out ways to change a situation that has been going on for such a long time is overwhelming. Monies do not exist to send staff away for training and staff do not exist in great numbers to spend the time planning which is necessary to even understand the problem much less start to turn things around. As a result, with few exceptions, females take home economics and males take shop classes. The district was contacted about the possibility of holding a workshop for staff on Sex Equity in Vocational Education. The "off the record" response was "Even if we get training to work on this problem we do not have either the money or the staff to do anything about it. Besides, if the state moves in to provide a workshop, we will then be under a microscope and we can't afford for that to happen."

SITUATION III

"C" High School has completed their analysis of their own situation as part of the self-evaluation and discovered the following:

Enrollment in vocational education courses is imbalanced in seven areas as follows:

Agriculture	67.7% male
Industrial Arts	93.5% male
Technical Education	85.7% male
Trade and Industry	89.3% male
Health Occupations	78.8% female
Home Economics	90.7% female
Office Education	81.5% female

2. A grievance procedure has been developed but is not publicized and has not been utilized.
3. No recruitment system exists which focuses on the lack of balanced enrollment.
4. Student organizations reflect the enrollment patterns and do not reflect sex equity.
5. Advisory committees have sex equal representation but are not informed of the legal requirement.
6. No special efforts have been made with or by the counseling staff to promote sex equity.
7. No inservice workshops have been conducted on sex equity.

Having identified these seven facts, the school staff must now decide which are illegal and what they should do in order to begin to work toward more equality for young women.

APPENDIX C
WORKSHEET 2
PLANNING FOR CHANGE WORKSHEET

- A. State the change goal as specifically as possible. (Which school or type of school, which department, which procedure or behaviors, etc.)
- B. Who are the people who need to be involved?
- C. What resistences can you predict? How can each be eliminated or contained?
- D. Where might you expect to be able to generate support?
- E. What type of information needs to be gathered before you begin? Where is this information available?
- F. What type of structure do you need to set up in order to enlist people to help and to insure coordination and collaboration?
- G. The first three(five) things which need to be done in order to begin are (in order):
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- H. Who will do each?
- I. By when? By whom?
- J. How will we continue to communicate with each other?